



Nigeria Reading and Access Research Activity

Review of the DFID-Supported
English Language Materials

June 2014

This publication was produced for review by the United States Agency for International Development Nigeria (USAID|Nigeria). It was prepared by RTI International.

Nigeria Reading and Access Research Activity

Review of the DFID-Supported English Language Materials

Contract EHC-E-00-04-00004-00

EdData II Technical and Managerial Assistance, Task Number 26

Task Order Number AID-620-BC-14-00002

Activity Start/End Date: February 14, 2014, to November 13, 2015

June 2014

Prepared for
Tim Curtin, COR
USAID|Nigeria

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

RTI International is one of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice. Our staff of more than 3,700 provides research and technical services to governments and businesses in more than 75 countries in the areas of health and pharmaceuticals, education and training, surveys and statistics, advanced technology, international development, economic and social policy, energy and the environment, and laboratory testing and chemical analysis. For more information, visit www.rti.org.

Table of Contents

List of Figures	iv
List of Abbreviations	v
Background	1
The Strategy	2
Creating systems that provide relevant technical support to schools and teachers	2
Leaders of school improvement	2
Developing teachers' pedagogical skills in language development; introduction of literacy and numeracy development	2
A long-term approach to bringing about change in teaching and learning	2
A tool for the development of teachers' English skills	3
A plan that provides structure	3
Orient teacher education programs to pedagogical needs of classroom teachers	3
Identifying key teacher competencies	3
Part of a wider package of training and support	4
A foundation from which to respond to different circumstances	4
Process of Development	5
A valuable learning process	5
Building a picture of schools, classrooms, and teachers	5
Working with teachers	5
A time-consuming process	6
Introduction into other states	6
Feedback from teachers	6
Pacing learning for Primary 2 and 3	7
Key Principles in the Development of the Lesson Plans	8
Conformity to curriculum	8
Linkage to the NERDC curriculum	8
Developing a scheme of work	8
Making lessons relevant and enjoyable	9
Introduction of a daily phonics session	9
Suitability of content to the needs of teachers and students	9
Developing plans that build on teachers knowledge and experiences	9
Creating a lesson structure	10
Bringing about gradual change	10
Supporting the change process	10
Creating locally relevant materials	11
Adapting for different states	11
Methodologies, including the use of exercises, activities, and practical work that encourages the development of skills and competencies	12

Promotion of active teaching methods.....	12
Building confidence to try new ideas.....	13
Teaching reading.....	13
Assessment.....	14
Using available resources to support teaching and learning	15
Classroom teaching aids.....	16
Transition from Hausa to English	17
Quality of writing and editing, with particular reference to suitability for age and interest levels...	18
Valuing teachers through the production of professional standard materials	18
Creating consistency across the plans	19
The production team	19
The quality of page design and illustrations, and in particular, relevance of the illustrations about subject matter.....	19
Reviewing the lesson plan design	20
Impact on Teaching and Learning	21
Teacher competence.....	21
Pupil learning.....	22
Introduction of Lesson Plans to Teach Hausa Language	22
Conclusions and Recommendations	23
The process of development	23
Conformity to curriculum	24
Suitability of content to the needs of teachers and students.....	25
Methodologies, including the use of exercises, activities and practical work that encourages the development of skills and competencies.....	25
Quality of writing and editing, with particular reference to suitability for age and interest levels...	25
The quality of page design and illustrations, and in particular, relevance of the illustrations to the subject matter	26
References.....	26
Annex A. Teacher Competencies	28
Annex B. English Language Scheme of Work for Primary 1 Weeks 1–10 (attached separately) Error! Bookmark not defined.	
Annex C. Structure of a Lesson.....	30
Annex D. Producing the lesson plans	31
Annex E. Lesson plans print specification.....	33

List of Figures

Figure 1. P2—Literacy results, Jigawa.....	22
--	----

List of Abbreviations

DFID	UK Department for International Development
ESSPIN	Education Support Sector Programme in Nigeria
LGEA	Local Government Education Authority
MLA	Monitoring Learning Achievement
NERDC	Nigerian Educational Research and Development Council
RARA	Nigeria Reading and Access Research Activity
SSIT	State School Improvement Team
SSO	School Support Officer
SUBEB	State Universal Basic Education Board
VSO	Voluntary Services Overseas

Background

This report, written for Reading and Access Research Activity (RARA) tells the story of the development of the ESSPIN English language lesson plans. The report starts with the background to the lesson plan development and their purpose and then looks at some of the thinking behind the evolution of the materials, including feedback from different stakeholders. The report looks briefly at the impact the introduction of lesson plans into schools has had. Finally, recommendations will be made for the development of the Hausa materials by RARA so that they can learn from the experience of ESSPIN.

In 2008 the Education Sector Support Programme in Nigeria (ESSPIN) conducted a Teacher Needs Development Assessment (ESSPIN: 2009a) in Kwara State. The report stated that

Basic levels of literacy and numeracy and their application in everyday teaching and administrative tasks, form the basis of the minimum knowledge and capability threshold for teachers in Nigeria.

(ESSPIN, 2009a)

The assessment highlighted the poor levels of knowledge and skills of the majority of teachers throughout the state and found that many teachers did not have this basic capacity to teach. The key findings, as presented by that report are that:

- Few teachers in the state have a command of how to teach primary school subject content; and
- Few teachers in primary schools meet even the minimum level of knowledge of the primary school curriculum.

The findings of the survey led to a three-pronged approach to improving the quality of English language teaching in Kwara Schools, which consisted of:

- Creating systems that provide relevant technical support to schools and teachers;
- Developing teachers' pedagogical skills in English language development; and
- Orienting teacher education programs to pedagogical needs of classroom teachers (*ESSPIN, internal report, 2009b*).

The delivery mechanism for this was a training and support package for School Support Officers (SSOs), class teachers, and head teachers, led by a State School Improvement Team (SSIT) and underpinned by a set of daily English language and numeracy lesson plans.

The Strategy

Creating systems that provide relevant technical support to schools and teachers

Leaders of school improvement

The corner stone of the strategy to improve English language and numeracy teaching was the secondment of a SSIT to lead the process. The SSIT members were initially seconded to the State Universal Basic Education Board (SUBEB) from different parts of the education sector in Kwara. Appointment was by a transparent selection process that, through its openness, created a sense of importance around the secondment. An internal ESSPIN report from 2011 detailed the reasons for success of the team:

One of the major reasons for the success of the work at school level has been the strength of the State School Improvement Team. They are driving the improvement of teaching and learning forward at LGEA level and ensuring that the programme continues to move, even when circumstances have made it seem impossible. As a team they are totally committed to ensuring the success of the work. They have a clear sense of purpose, work as a team, and support each other to achieve. They have strong shared values of honesty and respect which they demonstrate through their attitude towards everyone in the system. Both as individuals and as a team many of them are willing to stand up for what they believe, even if it makes them unpopular in some areas. The example that they set has encouraged many SSOs to also continue their work despite the difficulties that they face.

(ESSPIN internal report: 2011)

The SSIT was tasked with driving school improvement forward to the field level and designing a set of lesson plans for English language and numeracy that would cover every day of the school year. The SSIT work through state SSOs, who provide direct support and training to the school.

Developing teachers' pedagogical skills in language development; introduction of literacy and numeracy development

A long-term approach to bringing about change in teaching and learning

A lesson plan for each day of the week helps understand what we have done before, and helps me understand a lot.

Ayinla A Whahab,
LGEA School Ballah Kwara

The English language and numeracy lesson plans that the SSIT designed provide teachers with two daily, well-planned and structured lessons that cover the Nigerian Educational Research and Development Council (NERDC) curriculum. These plans lead teachers through each lesson, week, term, and year, by giving them step-by-step, direct instructions. Both the instructions and the language are kept as simple and to the point as possible.

Other aspects of classroom practice, such as behavior management, inclusion,

developing self-esteem, and managing questioning are dealt with through the overall training and support program. The plans provide a solid base from which to develop understanding and strengthen classroom practice.

A tool for the development of teachers' English skills

According to Tomlinson (2012), one of the most effective ways to learn a second language is through the completion of meaningful tasks in that language. Often, English learning in Nigeria consists of practicing a series of grammatical exercises. Lesson plans for English language were developed as a training tool for teachers to help develop their overall English language skills and at the same time improve their content knowledge and pedagogical approaches in the classroom. Through this approach teachers are learning English in the context of their work, as they prepare the lessons and teach the plans. This approach sets the lesson plans firmly as a tool for learning English that is context driven, rather than isolated practice and grammatical learning.

A plan that provides structure

It has been argued that providing teachers with lesson plans diminishes teachers' creativity and makes lessons rigid. Two surveys (ESSPIN, 2009a and ESSPIN 2009b), showed that many teachers in Nigeria, previously expected to write their own lesson plans, were stuck in a pedagogical rut. Their classroom teaching was based on a poor understanding of the curriculum and dominated by didactic teaching methods. It is



One of the lessons in the plan

difficult for teachers in Nigeria to find sufficient models of good teaching to enable creativity. As a result, teachers have generally welcomed the scripted plans, and classroom observation has shown that many teachers adapt the lessons according to their level of understanding and to suit their own style (ESSPIN, internal report 2011). In time, as more teachers become confident with the content, have a greater understanding of the methods, and are more familiar with the basic structure of lessons, they should rely less heavily on the instructions in the plans and be able to improvise more.

Orient teacher education programs to pedagogical needs of classroom teachers

Identifying key teacher competencies

A set of basic teacher competencies has been developed to define the pedagogical approach. These competencies reflect the stages of teachers' understanding and

practice. They provide clear a framework for the teacher development work under ESSPIN. The methodology that enables teachers to achieve these competencies is included in the lesson plans, and their development is part of the teacher and leadership training program (Appendix A).

The flexibility of the content of the class teacher training programme has allowed the SSIT to respond to need as it has been reported. Feedback has revealed that the phonics section of the English literacy has been the most problematic for the teachers. The SSIT have picked this up so that this area is being strengthened in the lesson plans and will also be the focus for the further 4 training days for the teachers.

(ESSPIN internal report 2011)

Part of a wider package of training and support

An essential to improve classroom practice has been the linking of training with support at school level. This includes training around school leadership for head teachers and school-based support from SUBEB and Local Government Education Authority (LGEA) teams. This support enables teachers to bridge the gap between the training room and implementation. It also allows the SSOs to identify areas where teachers need more support and think of different ways to find that support. In the original program in Kwara the training was adapted to meet statewide needs of teacher, as part of the development process. The relatively small-scale rollout allowed for this to happen.

A foundation from which to respond to different

circumstances

The lesson plans are not seen as the medium to address problematic issues such as large or small class sizes. In order to keep them usable they had to be as simple as possible. They were provided to give teachers knowledge of what they should be teaching and a structure that allowed more participatory teaching methods. Once these were in place, work began to build the capacity of SSITs and SSOs to support schools in implementing the ideas and best practices behind the plans. As the teachers become familiar with the plans, more specific training inputs are identified, and training and support in these areas are given to the teachers. One example of this is in Lagos, where many teachers are using the plans confidently and teaching has improved. , The composite survey (ESSPIN: 2012) showed weaknesses in specific areas of learning that need addressing in more depth . An example of this is reading. Teachers have acquired the broad skills to teach reading , but need further support to understand how children learn to read and the support that they need. . As a result, we are now looking at a specific input from a technical consultant to support a more in-depth and specific understanding of reading..



Small classes in Jigawa

Process of Development

How did the SSIT design the plans?

- The SSITs were trained to analyze the curriculum.
- The NERDC curriculum for Primary 1–3 was broken down into yearly work plans.
- Activities were developed and pre-tested in primary schools.
- Teachers were trained to understand the structure of the lesson plans.
- Teachers across the state were given draft versions of the lesson plans and asked to comment.
- Comments were reviewed and plans adapted.
- Draft lesson plans were introduced into all schools in a phased way throughout the year.
- Lesson plans were designed and printed.

A valuable learning process

The development of the lesson plans has been a learning process that has been as valuable as the finished product. The work of the SSIT in Kwara to create the lesson plans has formed a key part of the team's professional experience and has given them an in-depth understanding of classroom practice.

Building a picture of schools, classrooms, and teachers

Going through such a process of development has given the SSITs opportunities to comprehensively explore early primary education provision in their states. They had to become familiar with the Nigerian Educational Research and Development Council (NERDC) curriculum while building up a picture of how it was being implemented in primary classrooms. They spent three months receiving training and visiting schools in every corner of Kwara to observe classrooms, talk to teachers, try out ideas, and learn how to write instructions that the teachers could follow. They were then divided into writing teams, and each team was responsible for producing a different week of learning.

Working with teachers

Teachers were involved in looking at and trying out the plans from an early stage. Primary 1–3 plans were introduced into schools in draft form as early as possible; this enabled SSIT to learn the lessons from their early implementation, which fed into lesson plan development. The advantage of this approach is that the plans are firmly rooted in the reality of class teacher capability and circumstances. Tomlinson (2012) comments that the involvement of teachers in materials development has a positive impact on teachers' understanding of those materials.

Draft versions of the lesson plans for literacy and numeracy have been introduced into every public primary school in the State and comprehensive feedback has been received from teachers, head teachers and SSOs which have enabled the SSIT to

improve and refine them. Feedback from schools and LGEA staff shows that teachers are starting to adopt different teaching methods and pupils are becoming more involved in their learning. (ESSPIN internal report, 2011)

A time-consuming process

The disadvantage of having team members developing materials who are not exclusively devoted to the task is that there are multiple pressures on them to do everything well. This has led to a very long development time for the plans.

Introduction into other states

In Kwara all the primary 1-3 levels received the draft lesson plans at the same time. This gave the teachers the opportunities to try different ideas and give feedback on them as mentioned above. In other states, a decision was made to introduce the plans in a staged approach starting with “lesson plan light,” which focused only on the 15-minute letters and sounds section of the lesson plans.

The rationale for doing this was as follows.

- The Monitoring Learning Achievement report,(MLA) (2010) revealed that less than a quarter of pupils in the four states can name letters or match the first letter to a word. The introduction of a phonics-only section into classrooms was a strategy to build those missing foundations.
- Teachers in Kwara were finding the letters and sounds section of the plans quite difficult, which indicated that teachers in the other states would benefit from some intensive phonics training as well. The chance to practice with their classes gave them more experience before they moved into using the full lesson plans.
- It gave teachers the opportunity to become familiar with the style and structure of a small part of the lesson plans. Also, there was a smaller amount of text for them to read.
- It gave the states time to establish effective support systems, agree upon and fund minimum text book provision, and restructure the school day.
- It helped the development and design team make sure that each set of plans was state-specific.

Feedback from teachers

Classroom observations have shown that teachers are generally teaching the phonics in their classrooms. There is evidence of sounds being taught in many classrooms through word displays and sounds written on the blackboard. Activities that have been enjoyed are those such as writing in the sand, writing on each other’s backs, the “What’s in the box?” game, and using letter cards to build words. Teachers are enthusiastic about asking questions when they don’t understand and support each other in learning how to teach them.

Teachers have generally not been discouraged by difficulties and in many schools have risen to the challenge, requesting support where necessary and thinking of plenty of ideas to support each other.

The teachers identified the following as their challenges in teaching the Literacy and Numeracy plans..... They picked the 3rd challenge as the most crucial and the one they wished to resolve first.

3. Teachers' inability to say some of the sounds.

In an attempt to resolve it, the teachers brainstormed and had the following suggestions adopted. Thereafter, the teachers will be supporting each other by:

- saying the right sounds to each other.
- observing other teachers teach the sounds they are good at and;
- help others to teach sounds others find difficult to teach where they are not confident enough.

The HT and the SSO will help the teachers to support each other. The SSIT will visit after two weeks for further support.

Taken from the notes of a teachers' meeting in Doka School, Kaduna 2014

Pacing learning for Primary 2 and 3

The MLA (2010) showed that as children moved throughout the primary school, they fell further behind in their learning. In order to address this problem, the scheme was adapted so that Primary 2 and 3 light plans covered the first three years' content in one year. As a result, when the full lesson plans are introduced p3 teachers and pupils teachers will have a good foundation from which to facilitate access to the age appropriate plans.

In Kano, where learning was identified as particularly weak (MLA, 2010), another solution was implemented. Full Primary 1 lesson plans only were introduced into Primary 1 through Primary 3 classes. Despite SUBEB's initial agreement with this strategy, once the plans were being implemented SUBEB expressed concerns that content had already been covered for the students in Primary 2 and 3, therefore children in those classes were not being prepared for the next year group. This is possibly more relevant to the mathematics lesson content than the English, as the mathematics lessons begin at the lowest levels possible, but this has not been clearly stated. Kano State Government working group suggested a compromise:

In response to the SUBEB request, ESSPIN will amend the Literacy and Numeracy training plans. All teachers will continue to be trained in P1 plans because they give a clear structure and a basic introduction which makes sure teachers can use the plans effectively. If appropriate to their pupils, P2 & P3 teachers will be able to amend the main activities in their lessons to meet the requirements of the P2 & P3 curriculums.

(Kano Teaching Skills program meeting notes, 2013)

In the meantime, through this strategy, teachers in all three age groups become familiar with the lesson plans and are able to follow the different activities so that when the Primary 2 and 3 plans are introduced next year they will be more prepared to teach them.

Key Principles in the Development of the Lesson Plans

The UK Department for International Development (DFID) guidance note “Learning and teaching materials: Policy and practice for provision” (2011) suggests the following areas to be looked at when assessing the quality of learning and teaching materials:

- Conformity to curriculum
- Suitability of content to the needs of teachers and students
- Methodologies, including the use of exercises, activities, and practical work, which encourages the development of skills and competencies
- Quality of writing and editing, with particular reference to suitability for age and interest levels
- The quality of page design and illustrations, and in particular, relevance of the illustrations to the subject matter.

The above framework will be used to review the English lesson plans.

Conformity to curriculum

Linkage to the NERDC curriculum

The English language plans are underpinned by the NERDC curriculum. The NERDC (2007) curriculum at Primary 1–3 concentrates on the development of four areas of language:

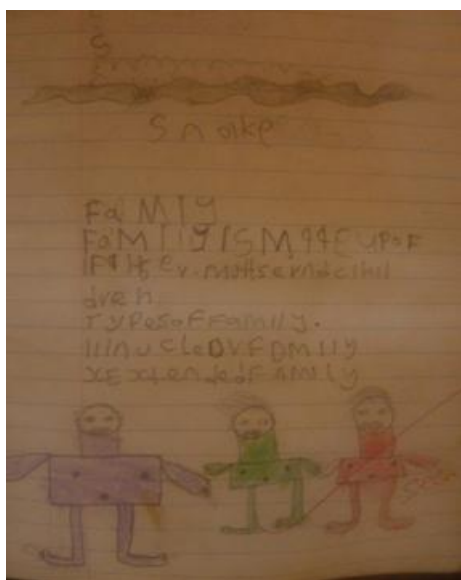
- Speaking and listening
- Reading
- Writing
- Grammatical accuracy.

The curriculum document advocates an approach that develops the skills of the children to communicate in English and develops their reading ability.

Developing a scheme of work

The first stage in the development of the plans was to analyze the NERDC curriculum and create a scheme for each year group that showed progression and balanced the demands of the NERDC curriculum content with international good practice (Appendix B).

However, something that was not factored into the development of the yearly plan was the state's own scheme of work for each subject. In Lagos, not taking this into account has led to double teaching as teachers have taught from the lesson plan for part of the lesson and then used the rest of the time to teach the content of the state scheme.



My family (Dhoka School, Kaduna)

Making lessons relevant and enjoyable

The development team looked at how to turn a curriculum, which emphasized the learning of the language as a technical process, into lessons that would be enjoyable and interesting for children. To do this the curriculum was enhanced by setting a clear context for learning. As a result, lessons are driven by a theme, relevant to the children's experiences, rather than by grammatical or phonetic concepts. Examples of themes include the family, the village, colors, and stories. These themes are revisited over the course of the three years to build on learning. In line with the curriculum, which acknowledges that children's first contact with English may be at school, teachers are told to discuss each theme in the child's local language by asking questions to draw out the children's experiences, so

that they start with an understanding relevant to them.

Introduction of a daily phonics session

Another example of combining international good practice with the demands of the curriculum was the introduction of phonics into the lesson. At the time of writing the lesson plans, understanding of phonics was not part of the curriculum. In order to remedy this, it was decided to include a separate 15-minute phonics time in each lesson as a foundation for the development of reading and spelling for both teachers and pupils.

Suitability of content to the needs of teachers and students

Developing plans that build on teachers knowledge and experiences

The plans start from what the teachers can do and extend their practice slightly, rather than introduce radical new teaching methods.

Introduction of a combination of whole class teaching, group, pair, and individual tasks opens up classrooms and encourages pupil participation.

Effective approaches in the lesson plans

- The structure of each lesson: Letters and Sounds, Introduction, Main Activity, Plenary
- It serves as guide to how class teachers can manage their lesson time effectively.

(Kano teacher, 2014 ranking exercise, internal report)

Creating a lesson structure

The structure of each lesson was broadly taken from the lesson notes that teachers were used to writing. The plans clearly identify learning outcomes for each day and the preparation the teacher needs to do before the lesson, and then everyday follows the same pattern: 15 minutes of phonics, then Introduction, Main Activity, and Plenary. Classroom organization is integrated into the structure and kept as simple as possible (Appendix C).

Bringing about gradual change

There is plenty of anecdotal evidence to show that teachers really enjoy using the lesson plans, and the composite survey (ESSPIN, 2013a) showed that teachers were starting to use more participatory techniques. Many teachers admitted that at first they found the techniques difficult to implement. Even though they were kept as simple as possible, many of the ideas and methods were still outside of teachers' experience. With few contextual illustrations to draw on, this presents a challenge to bringing about changes in classroom practice. As a result, the training package has a strong classroom-based element, giving opportunities for SSIT and SSOs to experience teaching through the lesson plans and to spend time working with teachers in classrooms to support them in implementing what they have learnt. Another aspect of addressing this challenge is the production of a DVD showing teachers teaching example lessons from the plans. As with any change some teachers have embraced it and used it as a vehicle to transform their teaching, whilst others have not taken up the ideas at all. Over the long term, teachers need a great deal of support in different ways to help them access the plans and improve teaching and learning.

Supporting the change process

Support mechanisms are critical to the success of implementation. This support comes through various mechanisms:

- Regular school visits from the SSOs, who are closest to the schools
- Encouraging teachers to work as a team to prepare lessons, helping each other with understanding and material preparation
- Regular lesson observations by the head teacher
- Three professional development meetings per term, led by the head teacher, which focus on different areas of professional practice.



*Teachers in Mandala School,
Asa LGEA, Kwara, 2013*

The Q&A below summaries teachers' comments after a series of school visits by the SSIT specifically to support them in using the lesson plan. Without this strong school support, which helps teachers make the transition from training room to the classroom, it is likely that in some schools, the plans would be left aside.

Q: What was your previous experience on the use of the lesson plan in your school?

R: We did not use the lesson plan always because we didn't understand it very well. Also we did not follow it step by step.

Q: Can you say something about the support the SSIT team gave over the last 2 months?

R: The SSIT guided us in different ways so that I understand it better. They also let us see the benefit of the lesson plan and let us understand why we should use it.

Q: Can you mention some of the changes your teachers made in the use of the lesson plan?

R: We now prepare the lesson plan and follow it step by step.

R: I can manage the use of lesson plan now very well.

Q: What is your plan of moving this forward in your school?

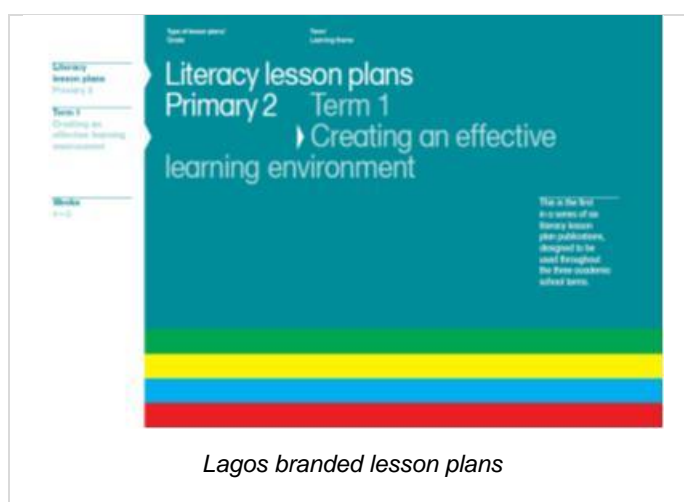
R: We will try to continue the use of the lesson plan. Also when some of the colleagues have challenges I will try to help them, or if I have challenges I will go and ask them for help.

Creating locally relevant materials

The content was developed by the SSIT in Kwara, which sets the plans firmly in the Nigerian context. Consideration was given to how the content could reflect Nigerian life. Themes related to the children's lives permeate the plans. Teaching methods draw upon children's experiences and encourage children to share them. This places the content of the plans into the local context. Stories and songs are West African in origin or have been adapted to be relevant to Nigeria. Names in any stories or exercises are ones that the children will recognize.

Adapting for different states

Each state requested adaptations to make the plans their own. The Kano Chair of SUBEB checked all the photographs to make sure they were relevant to Kano, and Lagos requested state branding on the cover. All states chose the textbooks they wanted referenced. As the plans had not been written by their teams, consultation about changes with state personnel was essential to create some ownership.

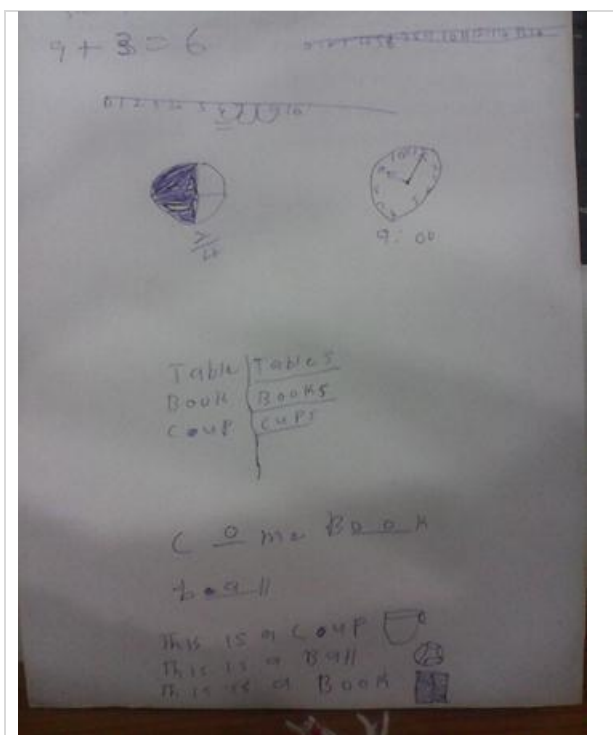


Methodologies, including the use of exercises, activities, and practical work that encourages the development of skills and competencies

Promotion of active teaching methods

I enjoyed these activities because the teacher explained them in detail and I was involved. They were interesting and I understood them.

(Abdul Wahab Sheriff, Primary 3 pupil, Kwara, 2014)



Child's work showing activities from the lesson plans he enjoyed

A major focus of the teaching in the plans is to encourage children to participate in their learning so that teaching moves away from a passive model based on memorization and repetition. The introduction of stories and songs has proved amongst the most popular activities in the lesson plans for both teachers and pupils, as the Q&A below between the SSIT and a pupil demonstrates. This was part of an exercise by the SSIT to find out how teachers and pupils were responding to the lesson plans. There are different games, activities, and role plays. There are opportunities for children to work in groups and pairs to share ideas and learn from each other. These are balanced with individual activities to allow children to make sense of what they have

experienced, reinforce learning, practice techniques, and demonstrate what they can do. Teachers and pupils enjoy these activities. Observation has shown, however, that while in many classrooms seating arrangements may have changed, so that children are sitting in groups, they are not always working as a group. This shows that there is still a long way to go in developing teachers' understanding.

SSIT: What have you drawn?

Pupil: Fill the gap and construction of two simple sentences.

SSIT: Why did you choose these activities?

Pupil: I like them because I understand them well.

SSIT: What other activities do you do that you enjoyed?

Pupil: I enjoyed the learning of the English language, like the group reading, stories and songs.

Building confidence to try new ideas

A great deal of this work concerns building confidence and supporting teachers, head teachers, SSOs, and other people who work in schools to help them understand that there is not one right way to do things and that making mistakes is necessary for learning. To do this, requires a major shift in attitude. For example, some of the feedback that we have received reports that teachers have found the tunes to certain songs difficult. Therefore during classroom observations the songs the teachers were most familiar with were seen time and again. It has been stressed that the tunes do not matter, but this problem reoccurs. Where teachers have had the confidence to make up tunes, the results have been a lot of fun for both children and teachers. Although this is a small specific point, it also illustrates a wider challenge that teachers have. Many of them will not try new things, because they are fearful of getting things wrong.

Teaching reading

A variety of methods

As mentioned above, the lesson plans were designed as a foundation for teachers and to give them experience in using different methods to teach English. They are not specifically designed to teach reading, although many approaches included in the plans aim to encourage children to become readers.

- Learning letters and sounds, blending and segmenting
- Sight word recognition, using key words from textbooks and related to the weekly theme
- Building up sentences using familiar words and phrases
- Opportunities to enjoy listening to and reading stories and non-fiction passages
- Opportunities to build up their understanding of stories
- Developing an interest in words in the environment

Availability of reading material

The reading approaches outlined above are still not sufficient to teach reading. There is a need for good books that the children can read, so that they get the opportunity to feel and look at real books with good quality, culturally appropriate, and gender-sensitive stories and illustrations. However, in many classrooms, textbooks are the only source of reading material. A few schools have libraries of sorts but these are not used well. Books and stories are not seen as part of the overall classroom culture. DFID's report on learning materials makes the point that books are crucial:

The importance of providing good basic supplies of reading books at all levels of the education system cannot be overstated. This is particularly true at lower primary level where the early achievement of literacy is a growing problem.

(DFID, 2011)

Some phonics is

Taking account of these comments, it should be noted that few resources are available in Nigeria that will allow for the approach she advocates, which includes allowing children to practice reading using only decodable words. The NERDC (2007) curriculum demands that children are able to sight read 100–300 words by the end of Primary 1, read unfamiliar texts, and match words to pictures. A “phonics only” approach such as Lloyd advocates in Primary 1 will not meet the requirements of the curriculum, nor does it support our key principle that reading is about enjoyment, meaning, and the experience of different types of print rather than a purely technical skill.

Encouraging teachers to get to know individual children

Building an understanding of progression

14

Strengthening continuous assessment

An assessment booklet has been created that encourages teachers to find out whether pupils have understood the week's learning. The booklet identifies a key learning outcome for each week, contains an illustration of the learning outcome, and provides a simple assessment task for teachers to carry out with a small group of children. This will be used in conjunction with the lesson plans and provide more of a structure to continuous assessment, which teachers are already expected to carry out. In Primary 4 and 5 lesson plans it is likely to be included as a page at the end of each week.

Using available resources to support teaching and learning

Referencing textbooks

Textbooks are referenced throughout the plans as support material.

- They are sometimes the only written English materials that the children will see.
- It is useful for teachers to learn how to use different materials as reference materials.
- Teachers need to be familiar with the language of the textbooks, as teachers are frequently transferred between age groups.
- The state government provides textbooks to schools at a considerable cost.

However there should be caution:

- Not all children have access to textbooks.
- The stories, passages, and poems need careful evaluation, as many of them are simply not appropriate for young children.
- There are often mistakes in the books.
- They are full of grammatical exercises, which need to be used sparingly.
- In some cases, different textbooks have been provided than were identified by the state.
- The textbooks are changeable, which potentially gives the lesson plans a short shelf-life, although it would take a considerable amount of time for changed textbooks to filter down into schools.

A group of Kano teachers rated linkage to the text books as the least effective method in the lesson plans. Non-availability of literacy/numeracy text books in some schools is a source of concern to the teachers.

A SUBEB resource

Despite these disadvantages, textbooks are a resource that SUBEB provides. Building systems to strengthen literacy and numeracy requires supporting SUBEB in distributing and monitoring resources effectively. Until there is a viable alternative, textbooks are the only reading material for many children. Referencing textbooks is part of the longer term strategy of the lesson plans.

Classroom teaching aids

Teachers preparing teaching aids to support learning

Majority of the teachers use materials whilst teaching. Examples: flashcards, counters, sticks, etc.

Teachers realised that use of materials by both teacher and pupils encouraged effective pupils' participation

*Jahun Special Primary School, Jahun LGEA, Jigawa State
Two-day discovery visit by SSIT (2013)*

Needs to be more than just provision of materials – teachers need to understand when, how and why they are using them.

personal communication March 2014)

Teaching aids are identified in the lesson plan each day, so that teachers know what they need to prepare in advance. These are not provided. Teachers are encouraged to prepare teaching aids for themselves, wherever possible working together to cut down time and maximize available

resources. This preparation gives teachers the practical experience of working with letters, words, and sentences and makes them read the lesson plans.

The lesson plans encourage teachers to use recycled materials to make teaching aids. In some schools the head teacher has been able to provide card and string to help teachers.

it might help teachers to have a few of the recurring resources produced for them, e.g., flash cards, place value cards, large format hundred squares, etc.

Lorna Fray,, editor,by personal communication March 2014



Children in Kwara, enjoying using teaching aids

Using the blackboard as a teaching aid

In many schools the blackboard and the floor are the only teaching aids that teachers have access to, but they adapt those to suit their circumstances.



Need Caption



Need Caption



Need Caption

Transition from Hausa to English

As explained above, the lesson plans are all in English so that the teachers' level of English is developed. The teachers must be able to communicate and understand English, as all materials are in English and many teachers will switch between the grades. The lesson plans for Primary 1–3 English language and numeracy were designed to build up both teachers' and children's English levels so that the transition between languages at Primary 4 is a little smoother.

The Primary 1–3 **English** plans are designed to teach English as a second language. The activities themselves are in English (e.g., songs, games, stories, learning specific words and phrases, reading sentences, etc.), with explanations and instructions in the children's local language. Emphasis is placed on making sure that the children understand the meaning of new words and phrases and are not just repeating a collection of meaningless sounds back to the teacher. Teachers are encouraged to make sure that children have the best possible opportunity to understand the ideas in the lesson. In order to do this the children need to be confident in their local languages before they learn new concepts in English.

There are places in the English language plans where the teacher is instructed to hold discussions in the children's local language so that they have the chance to understand the theme of the lesson before they start learning the related English words and phrases. This is really important, as children need the opportunity throughout the lesson to use both languages so they have the chance to practice speaking, listening, reading, and writing in English with a good understanding of what they are communicating.

The amount of English the teacher speaks in both English language and numeracy lessons should gradually increase as the children grow more confident communicating in English. This means that by Primary 3 the teachers should be using English for basic classroom instructions and straightforward explanations.

Not all teachers will be able to read the plans at first. The importance of good preparation and effective support cannot be underestimated. If teachers do not prepare the lessons beforehand, they will not be able to follow the lesson plans when they get into the lessons. This means reading the plans through carefully before delivering the lesson and discussing them with colleagues. The better their preparation, the more confident teachers' will be to use the plans. In the process of discussion they should

also be supporting each other to improve their ability to read and communicate in English.

Supporting teachers and pupils in accessing the English in the lesson plans

Many people question why the plans have been written in English, as most teachers will struggle to read them. The reasons for this have been identified above. Systems for supporting reading and implementing the plans are integrated into the main training and support mechanisms and are based on encouraging team work at different levels. As the plans are introduced to more teachers, different mechanisms are being introduced to further support them with the language and also bring other English voices into the classroom.

Training

During training teachers are introduced to the key vocabulary in the lesson plans and encouraged to use them to read and follow the instructions during activities.

Team work

Teachers in the same school need to work together with their head teacher and SSO to help each other read and understand the lesson plans. Where schools are small the teachers may need more support from the SSO. The SSIT members, who receive extra training to deepen their understanding, also give support to SSOs where necessary.

Lifeplayer

In partnership with the British Council, ESSPIN has introduced a solar powered MP3 player for schools in Jigawa and Kwara. These MP3 players are designed to give both teachers and children more experience listening to English in areas where they have little access to spoken or written materials. These have been preloaded with some of the stories and songs from the lesson plans in both English and Hausa, so that they can provide support for the teachers (and in Yoruba in Kwara). There are also conversations, sound stories and songs, and other materials for the children to listen to. In general, the resources have been used very well and there are plans to further develop their use.

Quality of writing and editing, with particular reference to suitability for age and interest levels

Valuing teachers through the production of professional standard materials

One of our key principles in the development of the lesson plans was that they would be of a professional standard, so that teachers would be given quality materials to use in their classrooms.

We all know that pulling the plans together takes far longer than any of us expected. I'd advise anyone starting from scratch to start with a single dummy lesson and design it and fix word counts etc. from the outset - it's much easier to edit content before than after the design stage.

Lorna Fray, editor, by personal communication March 2014

There were a number of challenges in setting and maintaining quality standards for the lesson plans. The major ones are listed below.

- The SSITs had little experience with writing anything other than academic papers.
- Initially the SSITs had a narrow understanding of what makes a good lesson.
- There were few examples of interesting children's stories or other non-fiction material that were age appropriate
- Word processing skills were almost non-existent, so initially everything was handwritten, and then had to be transferred onto the computer.

All the above contributed to the necessarily lengthy development process, and in some case, compromises have had to be reached to gain a balance between the ownership of the material by the SSITs and the quality of the materials. As the SSIT members gained in experience and confidence and started to work with the finished product in schools, their writing improved considerably and their ideas of what children enjoy became more realistic.

Creating consistency across the plans

After the initial stage of writing and trialling, the lesson plans underwent a lengthy editing process in order to ensure consistency of style and language, to check for progression and relevance, and to ensure that the text was within the word count for the design template (Appendix D). A style guide was produced and followed by the production team.

The production team

As the lesson plans have reached more teachers, the production team has grown. The Kwara SSITs do the initial writing, supported by two Voluntary Service Overseas volunteers (VSOs. A team of three international consultants check for progression, language, and suitability of the activities and also adapt the lessons for other states.

The design challenge was to find a balance between readability, clarity, ease and economy of production and then the creation of a sense of ownership of the materials. Creating a sense of ownership is difficult; the school visits and photography used in the plans contributed to this, but ideally the photography would be state specific.

Obviously this has time and cost implications, but in my opinion each state has a unique identity and recognizable visual characteristics in regard to the environment and how people look.

Bob Wilkinson, graphic designer

We also use a professional editor who picks up inconsistencies in style and language and gets the word document ready for the graphic designer. The graphic designer flows the text into the template. They then go through checks before the final product is released for printing.

The quality of page design and illustrations, and in particular, relevance of the illustrations about subject matter

Creating high-quality professional materials firmly rooted in recommended design practice.

The lesson plans were carefully designed to be easy to use, easy to read in dark classrooms, durable enough to withstand being carried around

in the rainy season, and economical to print. Appendix E outlines the technical print specification. There are six booklets for every year group, each lasting five weeks and color-coded from the same color palette. The size of the booklet was designed to make maximum use of paper at the printers.

Reviewing the lesson plan design

In July 2013 an exercise was undertaken to review the primary 1-3 booklets in order to inform the design of the primary 4 and 5 lesson plans. This revealed that the teachers basically liked the look and feel of the plans, but there were some areas where they felt improvements could be made

Very simple, everything is arranged, nice and interesting, very easy to use, guiding us, helps us for effective learning, quality and strong colours, readable, attractive, instructions have been broken down.

(ESSPIN Lesson Plan Review, Kwara and Kaduna 2013b)

Page layout

Each lesson covers a double page spread, with arrows leading the teachers through the lesson. Each part of the lesson is written in a column, with each instruction broken up into individual sections. Times for each part of the lesson were standardized in a header above the lesson titles. There is a divider page at the start of each week, containing the theme, key letters, words and phrases for the week, and a repeated statement about assessment.

Good that it is broken up into stages, guides us through the lesson, effective, broken down and easy to follow, good because it gives times. (ESSPIN Lesson Plan Review, Kwara and Kaduna 2013b)

Text

The text is written in direct instructions with the language kept as simple as possible. There is not too much text on the page so as to have as much white space as possible.

Diagrams

Diagrams are kept to a minimum. When asked, teachers commented that they preferred real pictures to diagrams (ESSPIN Lesson Plan Review, Kwara/ Kaduna 2013b).

Photographs

Color photographs are currently used for the inside front cover and the back cover and black and white photos are used on the divider pages. This was a significant area where teachers felt that the lesson plans could be improved.

Topic and images should match, divider pages helpful, if putting images – be in line with theme, how to arrange the students, showing pictures to the children is helpful, if I look at it I will know how to follow my lesson clearly, gives me ideas,

they are practical, they stimulate you, can use the same methods, can see the groups.

(ESSPIN Lesson Plan Review, Kaduna 2013b)

The implications for placing photographs throughout the plans, as suggested by many teachers, are significant. Challenges include reducing the space in the plans, changing the print requirements as the printers would have to use CYMK instead of a color palette, and taking enough state specific photographs.

Introductory section

Stories and songs are in an introductory section at the start of each booklet. Teachers were clear that they wanted resources included on the relevant lesson plan page, as they were difficult to find during the lesson. This has implications for the use of space in the plans and potentially compromises the principle of a double spread containing one lesson.

Page numbers

There are no page numbers, reference is by week and day and primary age group.

Size of the booklet

The booklets were designed to maximize the amount of printing paper that was needed, in order to minimize cost. The size made the booklet easy for teachers to hold whilst teaching. Discussions with teachers and classroom observations revealed the different ways in which these booklets were used in the classroom. Teachers put them flat on the desks or bent them back or held them open while they read them. Some teachers commented that they would prefer A4 size paper as they were more familiar with it, or A5 size, which could more easily be put into a bag. This has implications for text length and space in the plans.

Impact on Teaching and Learning

Teacher competence

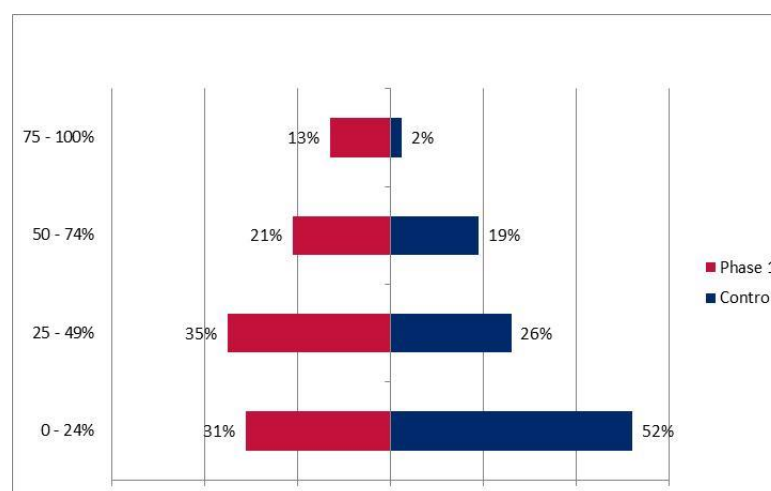
In 2012 ESSPIN carried out a Composite Survey that looked at the impact of ESSPIN's work on school improvement and pupil learning. Teachers were assessed against competence criteria (Appendix A). It was found that across five ESSPIN states, the proportion of teachers who met the overall standard for competence was significantly higher in phase 1 schools (80%; the schools that have received the longest period of intervention) compared with teachers in control schools (63%).

This result shows that the introduction of lesson plans is bringing about a change in methodology, and that teachers are starting to use a less didactic style and classrooms are becoming more open and participatory.

Pupil learning

The Monitoring Learning Achievement (MLA) section of the Composite Survey (ESSPIN 2013a) showed that children in schools where there had been ESSPIN interventions were starting to show higher levels of achievement, compared to control schools. Figure 1, taken from Jigawa MLA results in English language, clearly illustrates this point. Pupils are still underperforming for their age group, but schools are starting to build the foundational skills for the future.

Figure 1. P2—Literacy results, Jigawa



Introduction of Lesson Plans to Teach Hausa Language

The EGRA carried out by Northern Education Initiative (NEI) (2013) in Bauchi and Sokoto highlighted a number of key findings that are relevant to this report:

- Primary 2 and 3 children were not meeting the required standard for Hausa language. This has implications for the introduction of lesson plans into Primary 2 classrooms.

Most children were not able to read and understand simple text in either Hausa or English. Very few children could read with a high level of comprehension.

(NEI: 2013)

- Schools lack resources for reading in Hausa.
- Children did not know their letter sounds.
- Reading comprehension scores were low.
- Listening comprehension skills were higher than reading comprehension skills, suggesting that most children can understand what they are listening to.
- Few teachers have pre- or in-service training specifically to help them to teach reading.
- Head teachers play a key role in improving learning outcomes.

The other factors that will influence the materials development are:

- The Hausa curriculum is very much led by the development of grammatical concepts.
- Hausa teachers are specialists who only teach Hausa.

The above are very similar issues to the ones identified through the work of ESSPIN. In light of the lessons learned by ESSPIN during the process of developing and introducing lesson plans for English language and the findings of the Hausa EGRA, (NEI 2013) in Bauchi and Sokoto the following recommendations are made.

Conclusions and Recommendations

The process of development

- Any materials development will be most effective if seen in the context of a wider package of training and support. Classroom-based training and support is essential to help teachers bridge the gap between training and implementation. In a small scale pilot, it is possible to keep training and support as flexible and responsive as possible. While an overall direction is necessary, there must be room to respond to teachers' needs and weaknesses.
- Working closely with the state and including state officials in the process of the development of the materials will give them a sense of ownership and understanding, which will build capacity and facilitate implementation.
- It will facilitate the process if there is a team responsible only for materials development with members who can devote themselves solely to the process of developing, piloting, and writing materials. This materials development team should not be too big. They should work in tandem with a core training team, particularly at the planning stage when key decisions about the materials are made.
- The success of the materials will be increased if they are developed as close to the schools as possible. People writing the plans must have a strong practical knowledge of schools and capabilities of the teachers they are aiming to reach. Before and during the materials development process, give the materials development team plenty of experience in visiting schools, observing lessons, and working with teachers and trainers.
- Involve the teachers in the development of the materials at classroom level. Ask them to trial activities and comment on the preferred look of the materials and the type of language contained in them. Promoting team work and involvement will build relationships and encourage teachers to view themselves as an integral part of the process of development. This will also encourage them to use the materials.

Conformity to curriculum

- It is essential to use the NERDC curriculum as a basis for development and to refer to the state scheme for Hausa, to link the plans to their SUBEB's plan for learning. Support teachers must have an understanding of the planning process so that they can see how the materials complement the whole curriculum.
- Enhance the curriculum through a contextual approach. Break the curriculum up into themes that can be used as the basis of work. The Hausa curriculum is very grammar based; the more context that can be provided the more meaningful learning will be for the children. Encouraging theme work will also build on children's oral language skills.
- Consider aligning the theme to the English scheme developed by ESSPIN so that the materials work to create synergy between materials and provide a strong learning context for both languages. Make the language experience as wide as possible to support the development of reading skills and the ability to access other areas of the curriculum.
- Linking the plans to the textbooks does have difficulties as mentioned above, but it suits the needs of states to order textbooks and makes them a more useful resource than they are presently. There will need to be strong negotiation with SUBEB to ensure that the plans relate to the correct textbook, and also that SUBEB is motivated to mobilize textbooks that are in the system and get them into schools. Involve members of the SUBEB textbook committee in these discussions and decisions so that they continue to order the correct textbooks for the Hausa curriculum.
- As shown above, Primary 2 children do not have the foundation in the basic Hausa reading skills and will find it difficult to access the Primary 2 curriculum. There are different ways to approach this; two of them are outlined below.
 1. Look at it as a two-year cycle. Develop Primary 1 materials, which could be used by Primary 1 and Primary 2 children in Year 1. In Year 2 develop Primary 2 materials, which would be used by Primary 2 and Primary 3 children.
 2. Produce accelerated materials for Primary 2 that include Primary 1 and Primary 2 content.

Number one would be the preferred option. The disadvantage with the second approach would be that the materials would have to be adapted again if they became part of a wider piece of work rolled out to more schools.

- Consider training another class teacher and the head teacher alongside the Hausa teacher. This will provide in-school support, create more strength within the school, and support impetus for implementation. Training more than one teacher per school will also mitigate against any transfers of Hausa teachers.

Suitability of content to the needs of teachers and students

- Keep the structure of the lesson very simple with clear sections to the lesson. These sessions should include learning outcomes and lesson preparation. Integrate classroom organization into the structure. Consider aligning the structure with the English language plans to make them complementary, which would make it easier for teachers to use plans in both lessons.
- Focus on developing teaching methods and supporting teachers to try new ideas, then move onto examining learning more closely. Strengthen focus on teaching methodology through the development of simple teacher competencies that outline the core elements of teaching and give focus to the work.

Methodologies, including the use of exercises, activities and practical work that encourages the development of skills and competencies

- Consider providing a pack of basic supplementary materials that reoccur throughout the plans, such as high frequency words, simple stories, letters, etc. Supplying materials would reduce preparation time for teachers and give them more time to read and understand the lesson. At the same time encourage teachers to develop some of their materials from recycled materials. This will help to give them greater involvement in the lesson process and also develop their creativity. It may also be helpful to include a list in the plan at the start of each term that identifies recurring materials they will need during that term.
- Make reading meaningful and enjoyable for both teachers and children. Use local resources and professional story tellers to create materials that the children will want to read. Put lots of emphasis on getting reading material into the classroom that is enjoyable and locally relevant, not just there for children to decode. Support this with lots of opportunities for discussion and fun activities for further developing comprehension.
- Include lots of songs, games, and activities in the lesson plans that involve the children. Give opportunities for group, pair, and individual tasks alongside whole class teaching.

Quality of writing and editing, with particular reference to suitability for age and interest levels

- Keep the plans as short and simple as possible. Training and school support should complement the plans so that the teachers will be able to use the written material with a good understanding of content and methodology.
- As the plans will be designed for the Hausa curriculum, they should be provided to the teachers in Hausa. There would also have to be an English master copy so that reading experts can check for progression, language, and appropriate activities. One way of doing this would be for the materials to be developed simultaneously in Hausa and English, allowing for continual monitoring of content and editing. Another would be to write them all in one

language and have them translated. I would recommend the first so that the translation is completed by those who write the materials.

- A very simple, readable style with short bullet-type instructions is suggested.
- Preparation time with the material developers would be well spent helping strengthen some basic skills. These might include developing word processing skills and supporting materials development in writing good clear instructions.
- Building in editing time by a professional editor/proof reader will strengthen the plans considerably.

The quality of page design and illustrations, and in particular, relevance of the illustrations to the subject matter

- Don't let each page be too crowded. Leave plenty of white space. This will make the materials more accessible and easier to read.
- Plan the booklet format and style before writing the materials, setting the overall layout of the plans, the structure of each day, the word count, and key instructional phrases before beginning. Setting these boundaries provides a clear guide to the materials developers. These guidelines will help keep the instructions for lessons manageable, cut down the amount of editing necessary, and create a balance between the content and the demands of the space available.
- Develop small manageable booklets, which teachers can use in the classroom to refer to, and also fit into their bags to carry home. Consider using A4 as it is a familiar size to teachers and gives more flexibility in terms of space than the smaller A5 size.
- A very clear message from teachers was that they wanted illustrations in the plans, and that these illustrations should be photographs. Consider adding photographs that illustrate key points from the plans to add a bit of extra support for the teachers.
- Try to keep each lesson to one page. The inclusion of stories, songs, etc., within the lesson, rather than at the start, proved very popular with teachers and might be worth considering. This will make the content run over to two pages so as not to make the page look too crowded.
- Include page numbers for ease of referencing.

References

UK Department for International Development (DFID). (2011). Learning and teaching materials: Policy and practice for provision. *Guidance Note: A DFID Practice Paper*. Available at: www.gov.uk/government/publications/learning-and-teaching-materials-policy-and-practice-for-provision-guidance-note-a-dfid-practice-paper

Department for International Development (DFID) guidance note “Learning and teaching materials: Policy and practice for provision” (2011)

Education Sector Support Program in Nigeria (ESSPIN). (2009a). An assessment of the development needs of teachers in Nigeria (revised) ESSPIN Report Number: Kwara 301

ESSPIN (2009b) Teaching and Learning survey ESSPIN Report number 301

ESSPIN. (2009b). Teacher strategy: Improving the teaching of literacy and numeracy: Scoping visit. ESSPIN Internal Report

ESSPIN. (2011). Teacher Quality Improvement in Kwara. ESSPIN internal report

ESSPIN (2013a) Overall findings and technical report of ESSPIN composite survey 1

(2012)(ESSPIN (2013b) Lesson Plan Review, Kwara and Kaduna internal report Northern Education Initiative (NEI) (2013) Results of the 2013 Early Grade Reading and Early Grade Mathematics Assessments (EGRA and EGMA)

Nigerian Educational Research and Development Council (2007) English Language curriculum P1-3

Gove, A., and Wetterberg, A. (2011). The early grade reading assessment: An introduction. *The early grade reading assessment: Applications and interventions to improve basic literacy*. Research Triangle Park, NC: RTI International.

Lloyd, S. (2012). (personal communication, November 5, 2012)

Fray L (2014) (personal communication March 2014)

Tomlinson, B. (2012). Materials development for language learning and teaching *Language Teaching*, 45(2), 143–79.

Annex A. Teacher Competencies

A teacher is considered competent if he or she can:

- Use praise throughout the lesson
- Use a teaching aid
- Organize learners in different ways
- Know what pupils should be achieving by the end of the lesson
- Know what pupils should be achieving by the end of the year
- Encourage all pupils to take part in lessons
- Use more than one method to assess learning

As identified in ESSPIN log frame

Annex B. English Language Scheme of Work for Primary 1 Weeks 1–10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Letters and Sounds	s	a	t	i	p	n	c k	e h	r m	d revision all letters
Theme	Greetings	Transport	My body	Colours	Three letter words	Myself	In my classroom	In my classroom	The place where I live	The place where I live
Learning	Talk in English with guidance Say letter sounds Read letters Write letters Make patterns Sing songs Listen to stories Recognising print	Talk in English with guidance Say letter sounds Recognise letters Match words with pictures Write letters Sing songs	Talk in English with guidance Say letter sounds Recognise letters letters Write letters Sing songs	Talk in English Say letter sounds sound 3 letter words Read letters Write letters Say rhymes Listen to a story Answer questions	Talk in English Say letter sounds sound 3 letter words Read letters Write letters Say rhymes Listen to a story Answer questions	Talk in English Say letter sounds sound 3 letter words Read letters Write letters Write words Sing songs Listen to a story Answer questions	Talk in English Say letter sounds sound 3 letter words Read letters Write letters Write words Listen to a story Answer questions	Talk in English Say letter sounds sound 3 letter words Read letters Write letters Write words Sing songs Listen to a story Answer questions	Talk in English Say letter sounds sound 3 letter words Read letters Write letters Read words Write words Say rhymes Listen to a story Answer questions	Talk in English Say letter sounds Sound 3 letter words Read letters Write letters Read words Write words say rhymes Listen to a story Answer questions

Annex C. Structure of a Lesson

Weekly Theme

- Key words and phrases
- Assessment
- Day 1: Title of the lesson
- Learning outcomes

By the end of the lesson, most pupils should be able to

Teaching aids

Before the lesson:

- Letters and sounds (15 minutes)
- Whole class teaching (possible headings)
- Pair task
- Group task
- Individual task

Introduction (10 minutes)

Whole class teaching (possible headings)

- Pair task
- Group task
- Individual task

Main Activity (25 minutes)

- Whole class teaching (possible headings)
- Pair task
- Group task
- Individual task

Plenary (10 minutes)

- Whole class teaching
- Pair task
- Group task
- Individual task

Annex D. Producing the lesson plans

The process

To produce one 5-week block of lesson plans the SSITs follow this process.

Initial Stage

Step 1

SSIT prepare an initial draft based on the long term scheme of work.

Development stage

Step 2

The plans then need further work:

- Develop and refine activities.
- Check that the instructions are clear and easy to read.
- Check that learning outcomes and teaching aids match the plans.
- Check for progression during the 5 weeks.
- Check that they fit into the scheme of work and build on what the learner has previously experienced or prepare the learner for the next learning.
- Check that the pages referenced in the text book are correct and not repeated.
- Correct the format.
- Carry out an initial proof read.

Step 3

The plans are used in school and we get feedback from the teachers and SSOs, SSITs.

Step 4

The plans are checked a final time for the same things with the benefit of distance and experience of what works and what doesn't. The International Long term Consultant for School Improvement goes through all the plans and check them again, before they are ready for the design stage.

The development stage takes approximately 8 working days per booklet.

Design Stage

Step 1

Lesson plans in word to proofreader

Step 2

Lesson plans edited and sent to graphic designers

Step 3.1

Lesson plans designed by design team and finished by Bob Wilkinson

Step 4

Lesson plans sent to proofreader and The International Long term Consultant for School Improvement for checking

Step 5

Final amends taken in and signed off

The design stage is estimated to take approximately 4 weeks. The printing takes approximately 3 weeks.

Annex E. Lesson plans print specification

Pagination:	Cover: 4 pages
Text:	68 pages
Printing:	Cover: One spot (Pantone) color front and black, CMYK inside front and back cover
Text:	One spot (Pantone) color all throughout
Stock	Cover: 300gsm matt coated card
Text:	120gsm uncoated bond paper (or heavy 90gsm if not available)
Finishing:	Cover/back cover: matt lamination, Saddle stitched and trimmed to size
Size:	168mm (Height) X 297mm (Width)